Illinois MTSS Network

Multi-Tiered System of Supports

Illinois MTSS Network Online Module Development Rubric

The purpose of this rubric is to ensure the provision of high quality professional learning that incorporates evidence and research-based principles and strategies that are known to result in effective and efficient online learning. This rubric should be used during the development of online learning that is adapted from existing high quality instructor-led professional learning that uses principles of instructional design. It will be used during development, as a mid-point check, and as a final check prior to completion. This tool should support the sequential development process from consideration of online format and adaptation of objectives and assessment to selection of online learning strategies and tools, consideration of follow-up supports for application, and learner feedback and evaluation for continuous improvement. This rubric should be used in conjunction with the Online Module Design Checklist.

TITLE OF SERIES/MODULE:

IL MTSS-N Online Module Development Rubric			___Midpoint Check		___Final Check
Item Description	Not Present = 0	Partial = 1	Strong = 2	Rating or N/A	Feedback
Category: Analysis and Preparation					
1. Alignment with existing PL has been identified for each module to provide continuity within the sequence of instruction and is clearly communicated to learners	No alignment with other PL has been identified	Alignment has been identified, but not communicated to learners	Alignment of module has been identified and clearly communicated to learners		
2. The instructional goal of the F2F learning has been adapted for online learning, aligned performance/learning objectives are developed for each module and then sequenced into a series of modules no longer than 60-90 minutes each or mini-modules of 20-30 minutes each.	No instructional goal has been identified or adapted for the learning series.	An instructional goal has been identified, but not adapted or aligned performance/learning objectives have not been developed for each module.	Instructional goal has been appropriately adapted for online learning and the content chunked appropriately for a series of modules less than 60-90 minutes each.		
3. Each module in the series contains at least one clearly stated, **measurable**	No performance objectives have been identified or objectives	A performance objective or objectives have been identified, but are not	Performance objectives that align with the instructional goal have		

performance/learning objective[1] that is achievable within the timeframe of the online learning and aligned with the instructional goal	are not aligned with the instructional goal.	measurable or are not achievable within the timeframe of the module.	been identified that are clearly stated, measurable and achievable within the timeframe of the module.		
4. Knowledge that the learner will need to accomplish each objective has been identified, sequenced and chunked to facilitate learning	Knowledge needed to accomplish each objective has not been identified, sequenced or chunked to facilitate learning	Knowledge needed to accomplish each objective has been identified, but not sequenced or not chunked appropriately	Knowledge needed to accomplish each objective has been identified, sequenced and chunked to facilitate learning appropriately for the module length		
5. Skills that the learner will need to accomplish each objective have been identified, sequenced and chunked to facilitate learning	Skills needed to accomplish each objective have not been identified, sequenced or chunked to facilitate learning	Skills needed to accomplish each objective have been identified, but not sequenced or not chunked appropriately	Skills needed to accomplish each objective have been identified, sequenced and chunked to facilitate learning appropriately for the module length		
6. Dispositions[2] (values, beliefs, attitudes) that the learner will need to accomplish each objective have been identified and effective strategies to support learners in acquisition are included in the learning	Dispositions needed to accomplish each objective have not been identified, and strategies for acquiring them are not included.	Dispositions needed to accomplish each objective have been identified, **but** ineffective or no strategies for acquiring them are included	Dispositions (values, beliefs, attitudes) needed to accomplish each objective have been identified and effective strategies to support learners in acquiring them are included in the learning		
7. Formative assessment strategies that align with the objectives and assess the learner's progress are identified, developed and included in the module. Summative assessment that includes pre-post assessment is included in the first and in the final modules of the series and aligns with the instructional goal and objectives. An effective method for collecting these data	No formative or summative assessment strategies have been identified, developed and included in the module.	Only formative **or** only summative assessment strategies have been included **or** strategies do not align with objectives **or** a method for collecting assessment data was not incorporated in the series.	Formative assessment strategies that align with each objective are identified, developed and included in the module **and** summative assessment (pre-post) is included in the first and in the final modules of the series **and** an effective method for collecting these data is identified and		

is identified and incorporated into the series.			incorporated into the series.		
8. A module of 5-7 minutes that is a synopsis of the series has been developed. This module includes the instructional goal for the series, needed prior-knowledge and new vocabulary, clear instructions for technology features of the series, and method for acquisition of PL credit hours.	An initial synopsis module has not been developed for the series.	An initial synopsis module of 7-10 minutes has been developed to precede the module series and includes the instructional goal for the series, but only contains one of the following: prior-knowledge and needed vocabulary, or clear instructions for technology features of the series, or acquisition of PL credit hours.	An initial synopsis module of 7-10 minutes has been developed to precede the module series and includes the instructional goal for the series, **and** prior-knowledge and needed vocabulary, **and** clear instructions for technology features of the series, **and** acquisition of PL credit hours.		
Category: Online PD Design Logistics	**Not Present = 0**	**Partial = 1**	**Strong = 2**		
9. Developers demonstrate a comprehensive understanding of the technology platform (Adobe Presenter) capabilities and uses in order to incorporate effective learning/engagement strategies, develop high quality learning tools and handouts **and** effectively develop the module and recording.	Developers demonstrate an insufficient knowledge of Adobe Presenter capabilities that does not allow for effective use or development of the module or recording.	Developers demonstrate sufficient knowledge of Adobe Presenter capabilities and in order to incorporate effective learning/engagement strategies, and develop high quality learning tools and handouts.	Developers demonstrate comprehensive understanding of Adobe Presenter capabilities and uses in order to incorporate effective learning/engagement strategies, develop high quality learning tools and handouts **and** effectively develop the module and recording.		
10. Clear, explicit instruction is provided at the beginning of the module about how the learning will occur within the session (e.g. a visual agenda).	No explicit instruction or agenda is included at the beginning of the module.		Clear, explicit instruction is provided at the beginning of the module about how the learning will occur within the session.		
11. Communication of the learning objective is clear and communicated to learners in ways that highlight relevance and make connections to real-life application.	No learning objectives are communicated to learners in the module.	Learning objectives are read or posted without relevance or connections.	Communication of the learning objective is clear and communicated to learners in ways that highlight relevance and		

			make connections to real-life application.		
12. Content is chunked into learning units that align to objective(s) and address knowledge, skills and dispositions needed to achieve each objective.	Content is not chunked into learning units or does not align with objectives.	Content is chunked into learning units that align to objectives, but does not address knowledge, skills **and** dispositions needed to achieve each objective.	Content is chunked into learning units that align to objectives and addresses knowledge, skills **and** dispositions needed for learner to achieve each objective.		
13. Evidence-based adult learning and engagement strategies are used to facilitate learning and build learner confidence.	No evidence-based learning and engagement strategies are used to facilitate learning or build learner confidence.	Evidence-based adult learning and engagement strategies are used inconsistently or fail to facilitate learning and/or build learner confidence.	Evidence-based learning and engagement strategies are used consistently to facilitate learning and build learner confidence.		
14. Learning incorporates connections to learner's role and work, application scenarios, examples, data or case studies during and/or following the online learning that align with the objective.	No connections, application scenarios, examples , data or case studies are incorporated during and/or following the online learning .	Minimal connections and few scenarios or examples or data or case studies are used **or** those used do not align with the objective.	Learning incorporates appropriate application scenarios, examples , data or case studies during and/or following the online learning.		
15. Tools (article excerpts, graphic organizers, charts,etc.) are developed to facilitate learning and application of the learning and are available for download prior to, during or following the online learning.	No tools are developed to facilitate learning or application of the learning or they are not available for download prior to, during or following the online learning.	Tools are developed but they do not facilitate the learning objectives or application of the learning **or** they are not available.	Tools are developed to facilitate learning and application of the learning and are available for download prior to, during or following the online learning.		
16. An interactive handout (not PPT slides) is developed for each module. The use of the handout facilitates learning, its use is clearly explained during the module and it is available for download by learner prior to the PL.	No interactive handouts are developed or the handouts contain only PPT slides.	Interactive handouts are developed (not PPT slides) that facilitate learning, but their use is not clearly explained during the module or are they available for download prior to the PL.	Interactive handouts are developed (not PPT slides) that facilitate learning, their use is clearly explained during the module and they are available for download prior to the PL.		
17. Summarization of key points by presenter and/or by learners	No summarization of key points by presenter		Summarization of key points by presenter		

is used following each content chunk or objective.	and/or by learners is used following any objective.		and/or by learners is used following each content chunk and/or objective.		
18. Effective reflection questions[4] and activities are used to reinforce learning during the online module. 'Effective' questions promote higher order thinking, stimulate rich discussion, or support application.	No reflection questions or activities are used to reinforce learning during or following the online learning.	Effective reflection questions are used, but they do not reinforce the learning objectives or are not 'effective'.	Effective reflection questions and activities are used to reinforce learning during the online module.		
19. An effective closing[5] is used to summarize the learning and provide an end to the learning opportunity.	No closing is used to summarize the learning or provide closure to the learning opportunity.		An effective closing is used to summarize the learning and provide closure to the learning opportunity.		
20. Slides are scripted to include accurate information and to remain within the time constraints for each slide. Audience friendly language is utilized and new or content specific vocabulary is explained.	Slides are not scripted or information is not accurate or exceeds the time allotted.	Slides are scripted with accurate information that remains within the time constraints for each slide, but audience friendly language is not utilized and new or content specific vocabulary is not explained.	Slides are scripted to include accurate information, **and** remain within the time constraints for each slide, **and** audience friendly language is utilized, **and** new content and specific vocabulary is explained.		
21. Resources are accurately cited in APA format on the appropriate slide and included in the notes section of the PPT and in endnotes of the handout.	Resources are missing or are not accurately cited in APA format on the appropriate slide.	Resources are accurately cited, but not in APA format on the appropriate slide or not included in the notes section of the PPT or in endnotes of the handout.	Resources are accurately cited in APA format on the appropriate slide **and** included in the notes section of the PPT **and** in endnotes of the handout.		
22. The recording is clear and without background noise, of consistent sound quality. The presenter uses vocal variety, a quick pace and approachable and credible voice.	The recording is not clear and contains background noise that distracts the learner.	The recording is clear and without background noise, of consistent sound quality, but the presenter does not use vocal variety, **or** a quick	The recording is clear and without background noise **and** of consistent sound quality. The presenter uses vocal variety **and** a quick pace		

		pace **or** an approachable voice.	**and** an approachable voice.		
Category: Application and Evaluation					
23. Learners are provided with clear explanation of the next required steps for completion of the learning, including acquisition of PL credit hours and evaluation requirements following completion of the series.	Learners are not provided with an explanation of the next required steps for completion of the learning.	Learners are provided with a partial explanation of the next required steps for completion of the learning.	Learners are provided with clear explanation of the next required steps for completion of the learning, including acquisition of PL credit hours and evaluation requirements following completion of the series.		

Additional Comments or Feedback for Developers:

1 A well written objective aligns with the goal and contains: the conditions for the learner, the behavior of the learner, and the criteria needed to demonstrate acquisition of the knowledge, skill or disposition to be gained. (Dick, Carey & Carey, 2009) Developers use this type of objective, but the objective may be communicated to learners in a less formal manner within the training.

2 Dispositions refers to two of the five types of adult learning: Knowledge, Attitude, Skills, Aspiration and Behavior. 'Dispositions' includes attitudes (beliefs about the value of particular information or strategies) and aspirations (desires, or internal motivation, to engage in a particular practice). (Killion, 2008)

3 An interactive handout allows the learner to see the organization and structure of the learning, captures reflections and summaries of the learning, reinforces key points and vocabulary, and increase learner engagement and retention. (Pike B., 2016)

4 Effective questions promote higher order thinking, stimulate rich discussion or support application of the learning.

5 An effective closing includes one or more of the following: reflection, action planning, summarization of key points, restating important content, or celebration of the learning. It ties the learning session together for the learner. (Gage & Berliner, 1984)

References

Keller (1987). ARCS model for Motivational Design. As cited in Dick, Carey & Carey (2009. The systematic design of instruction, (7th ed.). Boston: Pearson.

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